

1880

## State Normal and Training School at Gorham Maine Catalog

State Normal and Training School

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# CATALOGUE

OF THE

STATE NORMAL AND TRAINING SCHOOL,

AT

GORHAM, MAINE,

FOR THE YEAR ENDING

JUNE 28, 1881.

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AUGUSTA:

SPRAGUE & SON, PRINTERS TO THE STATE.  
1881.

# TRUSTEES.

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Gov. HARRIS M. PLAISTED, *Ex officio*.

NELSON A. LUCE,

State Supt. of Common Schools, *Ex officio*.

STEPHEN HINKLEY, Gorham.

LUTHER G. PHILBROOK, Castine.

AMOS W. PLUMMER, Bangor.

JAMES H. ROWELL, Kittery.

JAMES B. SEVERY, Farmington.

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# TEACHERS.

---

W. J. CORTHELL,

HELEN M. KIMBALL,

CHARLES W. FENN,

HARRIET E. DEERING.

TEACHERS OF MODEL SCHOOLS,

GRACE J. HAYNES,

BESSIE A. READ.

JANITOR,

HUMPHREY COUSINS.

# STATE NORMAL AND TRAINING SCHOOL.

## GRADUATES.

### FIRST CLASS—GRADUATED JANUARY, 1880.

Allen, Genevieve*	Portland, 28 Munroe St.
Allen, Lucy S.*	Saccarappa.
Bacon, Frank E.	Gorham.
Barrows, Edith M.*	Portland, 251 High St.
Burleigh, Clara M.*	Fairfield Center.
Burleigh, Kate H.*	Fairfield Center.
Chadbourne, Osbourne F.*	East Baldwin.
Clapp, Carrie S.	Snow's Falls, Paris.
Clark, Georgie M.*	Cumberland Mills.
Cordwell, Fannie F.	Cumberland Mills.
Dow, Marshall C.*	West Baldwin.
Elden, Mary P.*	Buxton.
Evans, Mildred.*	Portland, 119 State St.
Files, Emma A.*	Gorham.
Files, Everett E.*	West Gorham.
Gay, Henrietta L.*	Saco.
Goodwin, Alice L.*	Gorham.
Goold, Clara A.*	Portland.
Hamblen, Isabelle*	Portland, 4 Alder St.
Hamblen, Lewis A.	Gorham.
Hamlin, Elvira B.*	Sweden.
Higgins, Helen M.*	Standish.
Hill, Addie*	Buxton Center.
Johnson, Annie C.*	Gorham.
Josephs, Susan	Portland, 83 Hanover St.
Knight, Mary H.*	Gorham.
Libby, Mary A.*	Limerick.
Luce, Maggie*	Saccarappa.

\* Have taught since graduation.

Murch, Marietta S.*	Portland, 108 Elm St.
Pennell, Jennie F.*	Saccarappa.
Pike, Emma A.*	Cornish.
Pingree, Cynthia E.*	Denmark.
Roberts, Una G.*	East Waterboro'.
Rounds, Georgiana *	Buxton Center.
Simonton, Josephine A.*	Portland, 469 Cumberland
Short, Josephine H.	Saccarappa. [St.
Skinner, Charles H.*	South Casco.
Smith, Thomas V.*	Buxton Center.
Spear, Addie J.*	Standish.
Sturdivant, Margaret S.*	Cumberland.
Wentworth, Belle H.*	West Newfield.
Whiteley, Lucy A.*	Portland, 32 Melbourne St.
Whitehouse, Julia M.*	Sweden.
Whitney, Alston V.*	Sebago Lake.
Whitney, Eva L.*	Sebago Lake.

## SECOND CLASS—GRADUATED JUNE, 1880.

Blake, Mildred E.*	East Deering.
Burke, Carrie B.*	Kennebunk Depot.
Dike, John L.	Sebago.
Dow, Jane A.*	Falmouth.
Drummond, Florence L.*	Waterville.
Eaton, Maggie*	Buxton.
Elwell, Everett P.*	Buxton.
Evans, Jeannie	Portland, 119 State Street.
Evans, Winifred*	Norway.
Guptill, Edward W.*	Saccarappa.
Hall, Alice W.*	Windham Center.
Hodgdon, Lizzie A.*	Waterville.
Holmes, Susan A.	Portland, 64 Deering St.
Hopkinson, Fannie E.*	North Gorham.
Ingalls, Kate F.*	Denmark.
Libbey, Mary A.*	Gorham.
Mariner, Julia A.*	Auburn.
Owen, Fred P.*	Buxton Center.

\* Have taught since graduation.

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Owen, Lincoln*	Buxton Center.
Parker, E. Louise*	North Gorham.
Ricker, Annie L.*	South Berwick.
Spinney, George R.*	West Gorham.
Suckling, John F.*	Bingham.
Weeks, Grace M.*	Gorham.
Wescott, Jennie S.*	North Gorham.
Wickwire, Rebecca A.	Portland.
Witham, Cynthia E.*	East Jefferson.
Whitney, Frank I.*	Gorham.

### THIRD CLASS—GRADUATED JANUARY, 1881.

Adams, Priscilla*	Hiram.
Bryant George H	Harrison.
Caswell, Emily E.*	Harrison.
Chadbourne, Bertha*	Gorham.
Chadbourne, Helen S.*	Gorham.
Clay, Linnie C.*	Buxton Center.
Cleaves, Fordyce P.	Kennebunkport.
Cobb, Mary P.*	Buxton Center.
Colby, Annie E.*	Bingham.
Davis, Lulu A.*	Buxton Center.
Dow, Lorenzo E.*	Dry Mills.
Hamblen, Maria C.*	Gorham.
Littlefield, Jessie G.*	Alfred.
Merrill, William A.	Buxton.
Norton, Elizabeth P.	N. New Portland.
Owen, Addie N.*	Augusta.
Pennell, Elmer E.	Saccarappa.
Pierce, George K.	Upper Gloucester.
Pingree, Minnie J.*	Denmark.
Pond, Elizabeth M.*	Bangor, 147 Hammond St.
Smith, Clara L.*	Linneus.
Stiles, Leonard B.	Saccarappa.
Weeks, Grace E.*	Brownfield.

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\* Have taught since graduation.

## WINTER TERM, 1880.

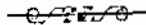
### A CLASS.

NAMES.	P. O. ADDRESS.
Adams, Priscilla.....	Hiram.
Bryant, George H.....	Harrison.
Caswell, Emily E.....	Harrison.
Chadbourne, Bertha M.....	Gorham.
Chadbourne, Helen S.....	Gorham.
Clay, Linnie C.....	Buxton Center.
Cleaves, Fordyce P.....	Kennebunkport.
Cobb, Mary B.....	Buxton Center.
Colby, Annie E.....	Bingham.
Davis, Lulu A.....	Buxton Center.
Dow, Lorenzo E.....	Dry Mills.
Hamblen, Maria C.....	Gorham.
Littlefield, Jessie G.....	Alfred.
Merrill, William A.....	Buxton.
Norton, Elizabeth P.....	North New Portland.
Owen, Addie N.....	Augusta.
Pennell, Elmer E.....	Saccarappa.
Pierce, George K.....	Upper Gloucester.
Pingree, Minnie J.....	Denmark.
Pond, Elizabeth M.....	Bangor, 147 Hammond St.
Smith, Clara L.....	Linneus.
Stiles, Leonard B.....	Saccarappa.
Weeks, Grace E.....	Brownfield.

### B CLASS.

Berry, Herbert L.....	New Gloucester.
Blake, Irving.....	Buxton Center.
Bradstreet, Alice M.....	Bridgton.
Brown, Eva W.....	Portland, 91 Lincoln St.

NAMES.	P. O. ADDRESS.
Byrne, Ellen J. ....	Robbinston.
Cobb, Georgia A. ....	West Gorham.
Dinsmore, Reuel A. ....	East Jefferson.
Eaton, Elsie. ....	Kittery.
Evans, Jeannie ....	Portland, 119 State St.
Hamlin, Helen. ....	Sebago Lake.
Jackson, Ernest I. ....	East Jefferson.
King, Abbie C. ....	Waterville.
Leighton, Georgie. ....	Westbrook.
Merrill, George E. ....	Gray.
Newbegin, James H. ....	Gray.
Nowland, Alice ....	Ashland.
Pierce, Stephen L. ....	Bonny Eagle.
Reed, Ermina J. ....	E. North Yarmouth.
Staples, Clara E.. ....	Bridgton.
Thompson, Lois A. ....	Cape Elizabeth Depot.
Titcomb, Dorcas D... ..	Kingsbury.
Welch, Mary A. ....	Brunswick.
Witham, Marilla. ....	East Raymond.





# SPRING TERM, 1881.

## A CLASS.

NAMES.	P. O. ADDRESS.
Blake, Irving.....	Buxton Center.
Bradstreet, Alice M.....	Bridgton.
Brown, Eva W.....	Portland, 91 Lincoln St.
Byrne, Ellen J.....	Robbinston.
Cobb, Georgia A.....	West Gorham.
Jordan, Cyrus A.....	North Raymond.
Kimball, Mary H.....	Alfred.
King, Abbie C.....	Waterville.
Leighton, Georgie.....	Westbrook.
Merrill, George E.....	Gray.
Moulton, James S.....	Hiram.
Nowland, Alice.....	Ashland.
Reed, Ermina J.....	E. North Yarmouth.
Sanborn, Etta L.....	Acton.
Sanborn, Jesse W.....	Acton.
Staples, Clara E.....	Bridgton.
Thompson, Lois A.....	Cape Elizabeth Depot.
Titcomb, Dorcas D.....	Kingsbury.
Witham, Marilla.....	East Raymond.

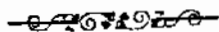
## B CLASS.

Armstrong, John H.....	Welchville.
Bean, Jennie.....	Denmark.
Brackett, Lizzie L.....	Harrison.
Chute, Rosie.....	Bolster's Mills.
Conant, Ada B.....	Ross' Corner.
Cotton, Carrie M.....	West Gorham.
Davis, Annie L.....	West Newfield.
Davis, Etta T.....	Upper Gloucester.

NAMES.	P. O. ADDRESS.
Davis, Georgia A .....	Upper Gloucester.
Dike, Grace L. ....	Sebago.
Doughty, Susan A.....	Gray.
Ellis, Eliza E. ....	West Waterville.
Grant, Elizabeth L .....	Greenville.
Hunt, Alston F .....	Portland, 399 Cumberland
Jordan, Anna M.....	West Poland. [St.
Kenney, Lizzie J.....	Yarmouth.
March, Adelaide F.....	Mechanic Falls.
Merrill, Julia E.....	Gray.
McKeene, Sarah J .....	Topsham.
McDonald, George.....	Dry Mills, Gray.
Moulton, Julia S .....	Alfred.
Owen, Lincoln.....	Buxton.
Small, Charles O.....	East Otisfield.
Stone, Lizzie M.....	Portland, 87 Winter St.
Stuart, Ella M. ....	Bolster's Mills.
Titcomb, Edith A.....	Kingsbury.
Titcomb, Edwin G .....	North Pownal.
Webb, Amelia I .....	South Deer Isle.
Weymouth, Leola F.....	East New Portland.
Whitney, Celia E.....	Gray.

## C CLASS.

Clark, Ada E.....	Biddeford.
Elden, Cyrus M.....	Buxton.
Leighton, Mary.....	Westbrook.
Moulton, Etta.....	Hiram.



# STATE NORMAL SCHOOL,

GORHAM, MAINE.

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This institution is one of three State Normal schools established by the State of Maine for "training teachers for their *professional labors*." It was established by the co-operation of the people of Gorham and the authorities of the State, and received its first class on January 19, 1879. The number of pupils who have been admitted is 201. The number of graduates is 114.

## CONDITIONS OF ADMISSION.

Candidates for admission, proposing to become teachers in the public schools, must have attained the age of seventeen years, complete, if gentlemen, and sixteen years complete if ladies. They must present on the day of examination, a satisfactory certificate of good mental ability and high moral character; must declare their intention of remaining in the school the full term in which they enter; of faithfully observing the regulations of the school while members of it; and of afterwards teaching in the public schools of Maine. They must pass a satisfactory examination in Reading, Spelling, Writing, Arithmetic, Geography, and English Grammar.

A greater age and higher attainments than those prescribed above, with some experience in teaching, make the course of study in the school much more valuable to the pupils who are preparing themselves for teachers. Pupils of the age and qualifications prescribed above, who do not intend to teach, will be admitted to the school on payment of tuition.

The examination for admission takes place on Tuesday, the first day of each term, beginning at 9 o'clock A. M.

The next examination for admission takes place on Tuesday, August 30th, 1881.

## THE DESIGN OF THE SCHOOL AND COURSE OF STUDIES.

The *design* of Normal Schools is strictly *professional*; that is to prepare, in the best possible manner, the pupils of said schools, for the work of organizing, governing and teaching the *common* schools of the State.

To this end, there must be the most thorough knowledge; *first*, of the branches of learning required to be taught in the schools; and *second*, of the best methods of teaching those branches. The first, it is the business of any school to give—the second, it is the *distinctive* work of the Normal School to impart.

The time of the course extends through a period of two years, and each year is divided into two terms of twenty weeks each, with daily sessions of not less than five days each week.

## STUDIES.

The half yearly terms are divided, by a rest of one week, into quarters of ten weeks each; eight constituting the full course of two years. The figure after each subject indicates the number of quarters, during which such subject is to be studied:

Language, 8; Pedagogics, 4; Geometry, 3; Physics, 2; History, 2; Chemistry, 2; Arithmetic, 3; Geography, 3; Algebra, 2; Botany, 1; Physiology, 1; Civil Polity, 1; Mineralogy, 2; Zoology, 2; Book-keeping, 4. While Reading, Drawing, Writing, Spelling and Music will extend through the course.

## ORDER, DISTRIBUTION, AND RANGE OF STUDIES.

*First Quarter.*—Language, 5;\* Reading, with special reference to exact meaning of author; writing abstracts of matter read; transposition of poetry to prose; training in expression, in use of capitals, of punctuation, marks, &c. Geometry, 5. Study of Form, and the fundamental facts of Geometry, with practical applications of the same. Inventional work and constructions. Physics, 5; study of the general principles of mechanics; the manipulation of apparatus in the exposition of laws. Sound. History, 5; Topical work in epochs of discoveries, settlements, governments, with making of maps and charts, fixing the topography of country studied. Reading, 1; Drill in elementary sounds, voice building,

\* Figures show the number of recitations each week.

tone, &c. Drawing, 1; Free-hand, copying, dictation and black-board work. Writing, 1; Spencerian principles, forms, movements. Music, 2. Elementary theory. Mineralogy, 2; study of specimens; qualities of fundamental minerals.

*Second Quarter.*—Language, 5; study of prose and poetry; transpositions; abstracts; special attention to story; to characters portrayed; to descriptions in nature; to figurative language. Geometry, 5; truths of plane geometry demonstrated and applied. Original demonstration of theorems. Physics, 5. Study of heat, light, electricity, with practice in laboratory. Special attention given to the construction of simple apparatus for illustration of elementary laws. History, 5, political. The Constitution; its history, establishment, and contests growing out of it. Advancement of country, making of illustrative maps and charts. Reading, 2; emphasis, inflection, articulation. Drawing and writing, 1, as before. Book-keeping, 2; simple accounts, common forms, single entry. Music, 2; elementary theory.

*Third Quarter.*—Language, 4. Grammar, sentence parts, classes, clauses, parts of speech, development of idea of, and practical applications. Geometry, 5; Solid geometry. Review of preceding work with special reference to methods of teaching. Chemistry, 5. Study of the laws of chemical combination. Investigation of specific properties of the elements by practice in the laboratory. Physiology, 5; anatomy of human body; illustration of different systems by anatomical models, histological slides for microscope, and complete skeleton. Hygiene. Reading, 1, as before. Drawing, 1, from models. Writing, 1. Book-keeping, 2; business papers, single entry forms. Music, 2; elementary theory. Composition, 1; analysis of subjects, practice.

*Fourth Quarter.*—Language, 4. Grammar; changes in parts of speech; sentential and clausal analysis. Composition, 1; analysis of subjects; parts of a discourse; practice. Algebra, 5; Equations; definitions; fundamental operations; fractions; equations. Geography, 5; the earth as a whole, form, dimensions, motions, and measurements; parts of the surface land and water forms; relief and drainage. Chemistry, 5; regular laboratory work for each pupil. Reading, 2; expression of sentiment and emotion. Drawing, 1; drawing from models. Writing, 1; handling books; method of

teaching. Book-keeping, 1; business papers; single entry forms. Music, 2; elements, theory, and practice.

#### SECOND YEAR.

*First Quarter.*—Language, 4; Grammar; arrangement of words in sentence; derivation and exact meaning of words; synonyms. Composition, 1; outlines for descriptions; filling same. Pedagogics, 5; mental faculties; time of development of each; training of these powers. Arithmetic, 5; mental analysis; principles derived from such analysis; solution of problems. Geography, 5; the atmosphere; animal and vegetable life upon the earth; study of North America in detail, with drawing of map. Reading, 1; drill in vocal expression; recitative reading. Drawing, 1; design drawing. Writing, 1; method of securing practice in classes. Book-keeping, 2; business papers, double entry forms. Music, 2; advanced music.

*Second Quarter.*—Language, 4; Rhetoric. Composition, 1; making sketches for stories; filling up the same. Pedagogics, 5; principles of teaching deduced from the "laws of mind"; education and instruction; test of "methods"; details of methods in reading and language. Algebra, 5; involution and evolution, radicals, quadratics, progressions, discussions of formulas. Geography, 5; further study of grand divisions, with map drawing. Reading, 2; drill especially in narrative and descriptive pieces; recitative reading. Drawing and writing, 1, as before. Mineralogy, 2; classifying minerals; collections of minerals made by pupils; teaching exercise. Music, 2.

*Third Quarter.*—Language, 5; English Literature; critical study of selected work, several American authors. Pedagogics, 5; methods in number; geography; school management; motives and means of school discipline. Arithmetic, 5; development of formulas and rules; solution of problems. Botany, 5; the life of the plant from the seed to maturity, studied from the plants themselves. Plant description and analysis. Reading, 1; Recitative. Drawing, 1; Elementary Perspective. Writing 1. Zoology, 2; system of classification of the animal kingdom. Music, 2.

*Fourth Quarter.*—Language, 5; English Literature; critical study of selected works of several English authors. Pedagogics, 5; moral science; study of the affections, desires and the will, as a basis of

reasonable school government. Arithmetic, 5; development of principles, formulas and rules, and making problems by the class. Civil Government, 5; Primary Principles, Civil Government of Maine, Constitution of the United States. Reading, 1; Recitative. Drawing, 2; Elementary Perspective. Zoology, 2; observation and dissection of specimens for characteristics and structure of species. Music, 2.

### ADVANCED STUDIES.

As many of the graduates have expressed a desire for further study, in the school, a class will be formed at the beginning of the Fall term for advanced study. Graduates of this or any other normal school will be admitted. The course will include, for the first term, History of Education, Educational Systems. General History. Advanced Algebra. Chemical Manipulations. English Literature. Geometrical Drawing. Reading, Writing and Music, with the other classes.

### ADMISSION TO ADVANCED STANDING.

Graduates of high schools, academies and seminaries, having a regular course of study of not less than three years, who have passed an examination on studies equivalent to one year's work of the course of study indicated, can be admitted to advanced standing, and can complete the course in one year.

Persons of mature age, and considerable experience in teaching, not graduates of such high schools, academies and seminaries, can be examined on any of the studies which they may select in the course of study indicated for the school, and so may be admitted to advanced standing and complete the course in less than two years.

### OBJECTS, METHODS AND MEANS OF THE SCHOOL.

The ultimate object of the School is to make each pupil an agent for the education of others, of the highest degree of efficiency compatible with his natural endowments, his acquired knowledge on entering the school and the time of his continuance in the same.

The School aims to give the pupil a definite idea of the true object, and the principles of education, and thus enable him to devise methods, in accordance with such object and principles. It aims to secure to him a thorough knowledge of the subjects he will

be called to teach, and such a degree of skill in the application of principles as will enable him to organize and govern a school.

Education has a two-fold object; first, to secure the development, the growth, the perfection of all the faculties; and, incidentally, the acquisition of knowledge.

The teacher must know what the mental and moral powers are, the relative time of their development, the means of securing their growth, and the methods of bringing them into activity. He must be able also to understand how these general laws of mind are modified by the peculiar circumstances of each of his pupils. He must know the kind of knowledge adapted as an instrument to the development of each mental faculty, and the consequent order and method of acquisition of each kind of knowledge. Each pupil must be trained to habitual self-control, so that he may be master of his desires and affections, and may thus be able to govern his pupils and train them to habits of self-government.

Examinations are instituted to determine whether the pupil proposing to enter the school has a thorough knowledge of the subjects he will be called to teach. Such knowledge can be gained in any school, or by private study without the aid of any school. If the pupil has such knowledge, less time will be required in this school to secure the results sought. Some pupils are found, on examination, not to possess this knowledge. Hence, a course of study is adopted to supply the lack. This course must be adapted to the order of mental development. It must bring the observing powers into activity and train them to patience and keenness in action. It must lead the pupil to discover facts; must make him discriminate accurately, and judge correctly. Again, the course must address the reflective powers, teaching principles, training the pupil to reason logically, and deduce from the study of facts, general laws.

The principles of education are derived from the laws of mind. All methods are determined by these principles. The school can not give detailed methods as part of its legitimate work. Such methods will be evolved by each teacher, from general principles, but will, necessarily, be modified in each case, by the individuality of the teacher and pupil, and by the peculiar surroundings of each teacher and pupil. The method is, so far as possible, objective. By skillful questioning the pupil is led to discover facts and relations, and from these deduce principles and definitions. Nothing is to be done for the pupil which he can be led, with reasonable readiness,



to do for himself. Lessons are conducted on the topical plan. The student is led to make these topics. They are derived in logical order from the object or subject of study. The lesson thus topically arranged is assigned to the class for study and preparation. Pupils are then called to teach the topics, under the criticism of the class and the teacher. This secures mastery of the subject, on the part of the pupils. It trains to clearness and correctness of expression. It gives the power of connected and logical thinking, so necessary to the teacher. Each day a review of the preceding lessons is given, the pupils leading in the review under the criticism of teacher and class. Written reviews are made of each general division of a subject to give a clear idea of the connection of its subordinate parts, and a general review of each subject at the close of its study, to show the logical connection of the parts in their relation to each other.

Text books are used as books of reference in the preparation of the lessons. Statements of principles and definitions are required to be memorized. Committing text-books to memory is avoided, the object being to train the pupil to see and think for himself, rather than to depend upon words.

During the last term the pupils are required to do teaching in the model rooms. Subjects are assigned by the teachers in charge of these rooms; the pupil-teacher then makes a plan of his lessons; this is submitted to the principal for examination and criticism. When it is satisfactory to him, as in accordance with the principles of education, the pupil-teacher takes the class in the model room and teaches the lesson, subject to the subsequent criticism of the teacher in charge. The theories of the school are tried in practice.

### MEANS.

A well selected library for general reading, with a good reference and professional library, both open to all the pupils.

Apparatus for illustrating physics, chemistry, geography, physiology, mineralogy and zoology, also for teaching form, color, &c., in primary departments.

Excellent model schools affording the pupil-teachers an opportunity to test theories by actual practice.

## MODEL SCHOOLS.

These are of two grades, primary and intermediate, with courses of study and practice as follows :

## PRIMARY—FIRST YEAR.

*Reading*—Blackboard, Chart, and Primer. Sentence-phonetic method. Spelling by sound. Read Babyland.

*Language*—Talk with pupils about familiar things. Encourage freedom in talk. Teach correct forms of speech. Tell them stories, and lead pupils to reproduce what they can remember. Verses suitable to the pupil's age to be committed and recited. This to be continued through the whole course.

*Writing*—On slates, short letters in script, in following order, i, u, w, n, m, v, x, o, a, e, c, r, and s, or as many of them as can be taught. Put by the printed words on the blackboards the same words in script.

*Drawing*—Slate. Placing dots to mark given distances and drawing lines as vertical, horizontal and oblique.

*Number*—Teach, counting with objects and figures to 10, combination by addition to 10, making tables to 10, with signs + and =, using marks and figures.

*Oral Lessons*—Parts of objects, uses of parts. Form, color, animals, plants.

## PRIMARY—SECOND YEAR.

*Reading*—First Book, Babyland, Little Folks' Reader.

*Spelling* by sound, Word-building.

*Writing* all the small letters, words composed of these letters.

*Drawing*—Plane figures, as square, rectangle, triangles.

*Language*—Conversations about familiar objects. Stories told and read by teacher to be reproduced by scholar, and oral description of pictures and objects ; correct use.

*Numbers*—Combinations by addition to 18 ; subtraction to 10. Tables made by pupils. Counting by 2 and 3, to 20. Roman numerals to 20.

*Oral lessons*—Color, Form, Parts of Body. In form ideas of edges, surfaces, faces, and kinds of each, *without definition*. Animals, organs of.

## PRIMARY—THIRD YEAR.

*Reading*—Second Book, Little Folks' Reader. Reading at sight. Reading for reproduction.

*Spelling*—Writing all the words of all the lessons. Scholars should spell all the words they use. Oral spelling, as a review of written.

*Language*—Oral reproduction of stories told and read by teacher. Reproduction of matter read by the pupil. Written reproduction of same. Description, both oral and written, of pictures and objects; not less than three exercises per week.

*Number*—Writing all numbers to 100, no theory. Meaning, by objects, and expression by figures, of halves, thirds, fourths, no definitions. Constant drill in addition and subtraction, single combinations, counting by 2, 3, 4, 5, 6, 7, 8, 9. Combinations in multiplication and division began; no book used; no definitions.

*Oral lessons*—Forms, solids, give idea and name; no definitions. Color, Direction.

*Writing*—Small letters and all capitals; exercise each day.

*Drawing*—Primary, drawing cards.

## INTERMEDIATE—FIRST YEAR.

*Reading*—Third Reader, Geography, White's Elementary Arithmetic. The reading in the Geography and Arithmetic are needful to secure understanding of their lessons. Sight reading at least twice a week.

*Language*—Reproduction of matter read, orally and in writing. Oral and written description. Written exercises of this character, at least twice a week.

*Spelling*—The words of the lessons. Lessons by writing and orally. Oral spelling in connection with other lessons.

*Number*—Writing numbers to 1000, writing U. S. money. Taught practically. Review of combinations in addition, subtraction, multiplication and division. Division of all numbers from 12 to 144, by numbers, as divisors, from 2 to 12. Written problems in addition, subtraction and multiplication. White's Elementary Arithmetic, addition, subtraction, multiplication of simple numbers and U. S. money. Accuracy and rapidity secured by constant drill, much practice, very little theory.

*Writing*—Spencerian Shorter course ; exercise each day.

*Drawing*—Intermediate Drawing books.

*Oral Lessons*—Simple laws of health in eating, drinking, sleeping, cleanliness and temperance. Color. Common plants. Common animals. Geography of the school house and school yard, and of the village ; map of same.

#### INTERMEDIATE—SECOND YEAR.

*Reading*—Third Reader, Elementary Geography. Supplementary books. Sight reading.

*Language*—Written reproductions of matter read, written and oral descriptions. Letters written, substance suggested by teacher. Oral abstracts of matter read. Expressions noted as statement, questions, exclamations, commands. Change from one form to the other.

*Number*—Practical problems in addition, subtraction, multiplication and division of simple numbers and U. S. money. Drill. Teach expression of fractions, halves, fourths, fifths, sixths, &c., and the change from one to the other by inspection. Roman numerals to express number to the date of the year. White's Elementary Arithmetic, fundamental rules, and U. S. money.

*Spelling*—Each day. Words from the lessons.

*Writing*—Each day. Spencerian shorter course.

*Drawing*—Intermediate drawing book.

*Geography*—Maps of Town, County and State drawn on black-board, and their geography thoroughly learned. Land and water forms ; natural divisions of the earth's surface.

*Oral Lessons*—Houses, dress, food, occupations, and modes of travel of people.

#### INTERMEDIATE—THIRD YEAR.

*Reading*—Fourth Reader, Elementary Geography, Supplementary reading, reading at sight.

*Spelling*—Each day. Words from the various lessons.

*Language*—Letter writing extended. Reproduction of matter read. Descriptions. Change of affirmative to negative statement. Idea of the sentence. Names of parts of speech. No divisions or variations. Compound words which are easily understood. Simple affixes and suffixes.

*Number*—Continue practice of four fundamental rules to secure accuracy and great rapidity. Factoring and cancellation. Little attention to greatest common divisor and least common multiple. Much practice in reducing fractions by inspection, with work in practical problems involving accounts in U. S. money. Drill. Teach only the more direct and shorter operations. White's Elementary Arithmetic, subject, Fractions.

*Geography*—Elementary Geography, finished.

Writing, as before.

Drawing, as before.

*Oral Lessons*—Plant life, Minerals, Metals, Mines and Mining.

*Music*, and *Physical* exercises once each day through the Primary and Intermediate course.

The special aim so far as the pupils of the model schools are concerned, is to secure *intelligence* and a thorough drill in *Reading*, *Writing*, *Spelling*, *Language*, and the *fundamental operations of Arithmetic*; so far as the pupil teachers of the Normal School are concerned, to show them well arranged schools of these grades, and thus give them a clear idea of the order and importance of the *elementary* subjects, and by actual practice in these schools test the pupil-teachers' power to teach.

### EXAMINATION, GRADUATION.

Examinations are held from time to time, by the teacher in charge, in each department of study. These serve, as all written work rightly managed does, to secure clearness of thought and accuracy of expression. They serve also, with the daily work of the pupil, to enable the teachers to form a just estimate of the pupils' power and growth. No regular daily marking is kept for the inspection of the pupils, and no appeal to this as a motive is allowed. Rank, as a motive, has no place in the school. If any pupil is manifestly unfit for a teacher, through physical, mental or moral lack, he is advised to leave the school and find some other work. Those pupils, who exhibit such character and attainments, as in the opinion of the teachers will render them efficient instructors, receive the diploma of the school.

### EMPLOYMENT.

All the graduates of the school who desire to teach have found employment. The call for teachers is beyond the ability of the school to supply.

### EXPENSES.

Tuition is free to all who pledge themselves to teach in the schools of Maine, wherever may have been their previous residence. Those who do not wish to pledge themselves so to teach will pay a tuition of ten dollars a half year.

All pupils pay an incidental fee of \$2.50, at the beginning of each half year.

All books in the elementary studies lent to the pupils free of cost. Books in the other studies can be bought here at less than the retail prices.

### BOARD.

All young ladies attending the school, board in the boarding house, unless specially excused by the Principal. Board in the boarding house, \$2.75 per week. Students bring their own bed-clothes, towels, napkins and toilet soap. Students' private washing, extra. This can be done for twenty-five cents per dozen. Bed-clothes, towels and napkins washed by the house.

Students sweep and dust their own rooms and make their own beds. Washing rooms, emptying slops and bringing water for the rooms and care of lights, done by the house.

Board in private families about same price. Young gentlemen can get board at about three dollars per week.

Rooms for self boarding can be had at a low rate. Every facility will be rendered to those desiring to secure rooms by addressing the Principal.

### BOOKS.

Pupils should bring the books which they have on the various subjects in the course of study. They will be very useful as books of reference. Each student should have a bible and dictionary and a No. 2, Gospel Songs.

### LOCATION.

Gorham is not surpassed in "beauty of situation" by any inland village in the State. Its people are distinguished for social and literary culture. Its religious privileges excellent. It is easy of access from all parts of the State. Its nearness to Portland (only a half hour's ride distant) is very advantageous to the school. It affords

the pupils an opportunity to study graded school work, in one of the best arranged and best conducted school systems of New England. This privilege is freely used and is greatly beneficial.

### MANAGEMENT.

Pupils coming to a normal school need no school government in the general meaning of the term. They are mature in years and character, and have a definite purpose in view. Certain requirements are made of them, without an observance of which no school could prosper. Observance of these is expected. Any moral delinquency would indicate that the pupil was unfit to be a teacher and so would make it useless that his connection with the school should be continued longer.

### CALENDAR.

Fall term begins Tuesday, August 30, 1881.

Recess, from Friday, November 4, to Tuesday, November 15, 1881.

Fall term closes Thursday, January 19, 1882.

Spring term begins Tuesday, February 14, 1882.

Recess, from April 18 to April 25.

Term closes Friday June 23, 1882.

### RANGE OF EXAMINATION.

The following questions show the range of examination for entrance to the regular course of two years.

#### GEOGRAPHY.

1—What is meant by the axis of the earth? If produced where would it meet the northern heavens? How would you teach a child to find the north star? Mention any groups of stars which never set in this latitude. Around what star do they seem to revolve, and in what direction?

2—Name the five systems into which the rivers of North America may be grouped, and the largest river in each.

3—Name the countries of Europe with their capitol.

4—Trace the water route from San Francisco to New York, thence to the largest city in Europe.

5—Give boundaries and width of each zone. What determines the place of these boundaries?

6—Draw a map of North America, putting in boundaries of countries, location of capitols, chief rivers and mountains.

7—Draw map of Maine. Put in chief towns, rivers and railways.

NOTE.—The 6th and 7th count as much as the other five.

#### ARITHMETIC.

1—Define abstract and concrete numbers; prime and composite numbers; prime factors.

2—Write in Roman numerals, 1818, 69, 1013, and give the law of increase and decrease in Roman numerals.

3—What factors make up the least common multiple of several numbers, and what factors make the greatest common divisor of several numbers?

4—Multiply 2-3 by 3-5, and explain in full.

5—Multiply four-hundredths by four-millionths. Divide four-hundredths by four millionths. Give explanation of the pointing in each result.

6—What is the difference in products of 3 1-10 by 2 1-9 and 2 1-10 by 3 1-9?

7—What difference in time does a difference of one degree of longitude make; and why?

8—Analyze fully: If \$7 3-4 pay for 2 2-3 yards, how many yards can be bought for \$4 5-8?

9—A man bought 320 acres of land at \$16 per acre; he kept it one year and sold the whole for \$6,172. What per cent. did he gain?

10—Interest of \$1728, for two years, seven months at 7 3-10 per cent.

#### GRAMMAR.

1—Analyze the following:—

*All wordly shapes shall melt in gloom,  
The sun himself must die,  
Before this mortal shall assume  
Its immortality.*

2—Classify the italicized words.

3—Classify the following words: light, sound, square, die, use, further, so.



4—Write the plural of lady, man, ox, pea, chimney, roof, genius, axis.

5—Give the past indicative and past participle of lay, choose, hang, lie, set, be.

6—Inflect the personal pronouns of the 1st and 2d persons, and the 3d person feminine.

7—When several possessives are connected, to how many of them must the sign be annexed? Illustrate.

8—Correct or justify the following:

*a*—"The work has been finished last week."

*b*—"He laid down to rest."

*c*—"There remains two points to be settled."

*d*—Those sort of people should be avoided.

*e*—The committee were divided in their opinions.

9—Write a brief composition on the following outline: Two boys walking in the woods; squirrel ran into his nest; boys dig out the nest; take the winter store of nuts; despair of old squirrel; sufferings of the young ones.

10—Separate the first ten words used into syllables, mark the accented syllables and mark each vowel in the ten words with its proper sign.

### CORRESPONDENCE, &c.

All parties interested in education are cordially invited to visit the school and inspect its work. School committees are specially urged to visit the School; and if they approve its work, to urge some from their towns to attend. Correspondence with school officers and teachers invited. For any information concerning the School and its work, address

W. J. CORTHELL,

GORHAM, MAINE.